

## Evidence Tool for PET to contribute to Hear by Right Standards and n14

Complete the grid below – answering all the questions;

**Principle one:**

To ensure we have positive attitudes towards children and young people, which enable them to participate.

1. we promote positive attitudes which enhance our work
2. we promote positive attitudes which allow more equality and support
3. Children and young people participate in our services.

.Principle Element / criteria	What is the evidence – where is it stored.	Type – self assessment – why do you think this – justify – what was the outcome	Organisation/ wedge / date of activity
<b>Planning &amp; Preparation –</b> 1. the organisation structures allow and encourage children and young people to take part in service decision making.			
2. staff and volunteers are made aware of the importance and relevance of participation in the service.			
3. as a service, participation is given high priority at all levels, and all staff are aware of what it entails			
<b>Ways of Working</b> 1. information and communication for and with children and young people takes account of individual and specific needs.			
2. input is sought from other agencies to ensure children and young people receive the support			

they need to fully participate in the service.			
<b>Skills, knowledge and experience</b> 1. children and young people are given the skills to actively and fully participate in decision making and service development			
2. staff and volunteers receive training and support around participation.			
3. staff, volunteers, children and young people have the opportunities to share their practice with other children and young people, and voluntary and statutory services.			

## Principle 2

To ensure that we are accessible to children and young people.

We are accessible

We are a welcoming organisation

Children and young people will be safe.

Principle Element / criteria	What is the evidence – where is it stored.	Type – self assessment – why do you think this – justify – what was the outcome	Organisations / wedge / date of activity
<b>Planning and preparation –</b> 1. The range of children and young people involved in the service have been carefully considered and identified			
2. meeting times, venues and activities are young person			

friendly			
3. involvement of children and young people is attractive and appropriate to the age range.			
<b>Ways of working –</b> 2. work is done to increase the accessibility of the service to children and young people from minority and hard to reach groups.			
<b>Skills, knowledge and experience –</b> 1. children and young people are made are of the different ways they can be involved in the service and decision making.			
2. staff and volunteers are trained and supported in using different methods of involving children and young people in service delivery and decision making.			
<b>Having a say –</b> 1. children and young people have the opportunity to: Suggest ideas about the service Identify their own needs Receive feedback on their involvement			
2. children and young people's views are clearly reflected in the running of the service			
3. children and young people are regularly involved in evaluating			

the accessibility of the service			
4. wherever possible children and young people should be given ownership and equality on service delivery.			

### Principle 3

we will ensure that we have appropriate resources to support children and young people  
 children and young people are part of our resource planning  
 children and young people have an influence on our budgets  
 we are a responsible employer and children and young people influence our staffing

Principle Element / criteria	What is the evidence – where is it stored.	Type – self assessment – why do you think this – justify – what was the outcome	Organisations / wedge / date of activity
<b>Planning and preparation –</b> 1. the service maintains a budget for participation activities and skill building			
<b>Ways of working –</b> 1. participation is considered in the planning of activities, programmes and service development			
2. resources are sought and secured to enable children and young people to participate in a creative and appropriate way.			
<b>Skills, knowledge and experience – principle 3</b> 1. appropriate training is provided to children and young people for effective participation			

2. staff and volunteers are aware of financial, material and human resources available in Leeds re: participation			
3. staff and volunteers can demonstrate their level of experience or commitment to training in participation principles and styles			
<b>Having a say–</b> 2. children and young people are involved in fundraising and acquiring and choosing resources.			
3. children and young people have the opportunity to create resources for sharing their views and opinions.			

#### **Principle 4**

we will ensure that our information will support children and young people  
our information is children and young people specific  
our information is influenced by children and young people  
our information is available to children and young people

Principle Element / criteria	What is the evidence – where is it stored.	Typing – self assessment – why do you think this – justify – what was the outcome	Organisations / wedge / date of activity
<b>Planning and preparation –</b> 1. staff, volunteers, children and young people are aware of the ‘Leeds Charter for Participation’, and understand the implications for children and young people’s			

services.			
3. policies involving children and young people, are made accessible to them in ways which they can understand			
<b>Ways of working –</b> 1. children and young people are provided with the information they need about the service, and processes to actively participate in them.			
2. children and young people are provided with feedback on their involvement in the service and decision making processes.			
<b>Having a say–</b> 2. Guidance on participation and involvement is developed in conjunction with children and young people within and outside of the service			
3. the sharing of information on decisions relating to the service is provided to children and young people and other organisations and where appropriate done so by children and young people.			

**Principle 5**

We will ensure that we have the skills to enable young people’s participation, and support them to develop skills to participate

We provide opportunities for children and young people to develop their skills

We provide opportunities for our staff to develop their skills

Principle	What is the evidence –	Type – self assessment – why do you think this – justify –	Organisations
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Element / criteria	where is it stored.	what was the outcome	/ wedge / date of activity
<b>Planning and preparation</b> 1. staff and volunteers induction includes elements of training and awareness raising about the principles and practices of participation.			
3. staff and volunteers recruitment and job descriptions make reference to the need for participative styles of working with children and young people.			
<b>Ways of working</b> 1. where practical work with children and young people is done in collaboration with other agencies.			
2. staff and volunteers use a range of innovative styles and activities around participation.			
3. training or workshops available to children and young people to develop their skills.			
<b>Skills, knowledge and experience</b> 1. supervision systems encourage staff to feedback on participative working practices			
2. formal training is provided to staff and volunteers around the issues of participation and consultation.			
3. work is done to increase the			

level of skill, knowledge and experience of the children and young people within the service			
<b>Having a say.</b> 1. children and young people have an input into the recruitment and induction of staff and volunteers			
2. children and young people are regularly consulted about and involved in the quality and opportunities for involvement in decision making.			
3. where appropriate, children and young people are involved in an organisation's training on participative approaches.			